



School Improvement Plan

Davidson Middle School

Southgate Community School District

Mr. Eric Carlson, Principal
15800 Trenton
Southgate, MI 48195

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	17
Perception Data - Students.....	21
Perception Data – Parents/Guardians.....	22
Perception Data – Teachers/Staff.....	23

Other 24

School Additional Requirements Diagnostic

Introduction 26

School Additional Requirements Diagnostic 27

Davidson Middle School 2014-17

Overview 30

Goals Summary 31

 Goal 1: All students will be proficient in math..... 32

 Goal 2: All students will be proficient in reading, writing, speaking, and listening..... 41

 Goal 3: All students will be proficient in social studies..... 51

 Goal 4: All K-12 students will be proficient in science..... 60

Activity Summary by Funding Source 70

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Davidson Middle School is located in a suburban community that is 6.8 square miles, and is the only middle school in the Southgate Community School District. We have approximately 950 students in grades 6th-8th and approximately 58% of the population is economically disadvantaged students. There are approximately 45 certified teachers, 2 counselors as well as approximately 15 support staff members. The district curriculum is aligned with the Michigan Curriculum Framework with the focus on the Common Core State Standards. The students at DMS are also given the opportunity to participate in the enrichment areas of art, computers, music, foreign language, health and physical education.

The Southgate population is just under 30,000. The median family income is \$63,921. 88% of the population has earned a high school diploma, some college degree. Approximately 66% of the population owns their home, while 34% rent. Southgate was founded in 1958.

Over the last 4 years the district has lost almost 500 students. Fewer students and a significant budget deficit have caused the district to right size. The system has recently reconfigured from 12 to 9 buildings. We closed 2 elementary schools and a middle school. Our system includes 4 elementary schools, 1 middle school, 1 high school, Asher Advantage Academy (adult and alternative education), Beacon Day Treatment Center, and a Special Education Transitions Program. During this same time period our economically disadvantaged and special education population has grown. Currently 46% of our students are economically disadvantaged and 19% are special education at Davidson Middle School.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: Learning for Life

Vision Statement: The best choice for students and parents.

Belief Statements:

1. Learning is a lifelong process.
2. Collaboration of students, parents and staff has the greatest impact on student growth.
3. We believe students benefit academically in a safe, supportive, and stimulating environment.
4. We develop student's critical thinking skills, problem-solving skills, and real-world applications.
5. We believe technology should be integrated into the classroom and curriculum as an everyday aid to teaching and learning.
6. We provide ongoing staff development that drives curriculum and instruction.

The purpose of Davidson Middle School is to offer a high quality education for all students. Teachers use the Common Core State Standards as a measure of skills that students should achieve. Teachers use ongoing assessments to check for student achievement towards these grade level expectations. The data from these assessments help determine which students need extra support. The data includes: MEAP (Reading, Writing, Math, Science, and Social Studies). Students who are At-Risk receive extra support in a number of ways. We use school counselors and social workers to assist students who are struggling in non-academic areas and we have a math interventionist for each of the grade levels. We also plan on offering extended day opportunities for the core subject areas.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

This will be our second year as a 6th-8th grade building. Our notable achievements this year have been a significant improvement on the Math MEAP. In 6th grade, the math proficiency scores went from 26% in 2012 to 50% in 2013. In 7th grade, the math proficiency scores went from 26% in 2012 to 35% in 2013. In 8th grade, the math proficiency scores went from 11% in 2012 to 28% in 2013. We hope to continue this trend.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

None at this time.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school improvement plan is completed by the building administrators and supported by the entire certified staff. The parents of the School Development Team reviewed this data, agreed with the conclusions, and support the goals. This is a dynamic document that will be updated and revised on an annual basis. In order to determine our goals, strategies, and action plans the team looked at many sources of data. This data included both state and locally developed assessments.

We begin to communicate with stakeholders before the school year begins. During the school year, we present our current plan/goals and recruit additional parents to participate as a school improvement team member. Each year the team determines a schedule of meetings that are held in both the afternoon and the evening to accommodate both staff and parents. Parents are made to feel welcome and comfortable at the meetings. They are encouraged to participate.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The representatives currently are: department chairs for each of the core classes, other building teachers including special education representatives, building administration, and parents from each grade level. Teachers are the co-chairs of the team.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is shared with all stakeholders at various meetings, and posted on our website for anyone to view. Stakeholders are encouraged to call or send emails if they have any questions or concerns regarding the improvement plan.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

When student enrollment declines, staffing levels need to be reduced.

How do student enrollment trends affect staff recruitment?

When student enrollment declines staff recruitment is not necessary.

How do student enrollment trends affect budget?

When student enrollment declines it is essential to reduce your entire operating budget in order to reflect less students.

How do student enrollment trends affect resource allocations?

When student enrollment declines a district receives less of a foundation allowance, reducing allocations.

How do student enrollment trends affect facility planning and maintenance?

When student enrollment declines facility usage has to be analyzed for possible closure of buildings. No matter what your enrollment trend, buildings and facilities must be maintained for student safety.

How do student enrollment trends affect parent/guardian involvement?

When student enrollment declines then a district and/or school has less parents/guardians to become involved.

How do student enrollment trends affect professional learning and/or public relations?

Public relations could be negatively affected if the community believes that parents and students are choosing to leave your district and/or school.

What are the challenges you noticed based on the student enrollment data?

As a result of our declining enrollment we continue to struggle with less resources in order to meet the challenging curriculum changes as a

result of the Common Core State Standards.

What action(s) will be taken to address these challenges?

We tried an advertising campaign last year to recruit more students into our district. The Michigan economy has caused many families to relocate from our area.

What are the challenges you noticed based on student attendance?

Schools today are measured by student achievement. School attendance is a key component in determining if a school is successful. When students are not showing up regularly, not only are students more likely to struggle, it becomes difficult for students to build the skills necessary to progress. Studies continue to show those students who attend school on a consistent basis are succeeding academically.

What action(s) will be taken to address these challenges?

We have a district policy regarding attendance. This policy has specific language on how absences and/or tardies are addressed in accordance with the Wayne County Prosecutor's office Erase Truancy Program.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading

Which content area(s) show a positive trend in performance?

In 6th, 7th and 8th grade there has been a positive trend in performance on the Math MEAP. In 6th grade, the math proficiency scores went from 26% in 2012 to 50% in 2013. In 7th grade, the math proficiency scores went from 26% in 2012 to 35% in 2013. In 8th grade, the math proficiency scores went from 11% in 2012 to 28% in 2013.

In which content area(s) is student achievement above the state targets of performance?

There are no longer state targets of performance according to the ESEA waiver.

What trends do you notice among the top 30% percent of students in each content area?

The top 30% of students in Reading were advanced or proficient. Based on school enrollment numbers, 276 students make up the 30% in Reading. 162 students out of 276 were advanced. The remaining 114 students were proficient.

The top 30% of students in Math were mainly proficient. Based on school enrollment numbers, 275 students make up the 30% in Math. 45 students out of 275 were advanced. The remaining 230 students were proficient.

What factors or causes contributed to improved student achievement?

Teachers have focused on best practices throughout the course of the year. There has been a math interventionist placed into every grade level to assist with at-risk students. Teachers have focused on ways to improve students' test taking skills.

How do you know the factors made a positive impact on student achievement?

During monthly department meetings, teachers analyze classroom data and strategies to help determine what has had a positive influence on student achievement. The analysis of state standardized testing and data walk information has led us to these conclusions.

Which content area(s) indicate the lowest levels of student achievement?

Science

Which content area(s) show a negative trend in achievement?

When reviewing our data, the negative trends were in 6th and 7th grade Reading and 7th grade Writing. There was a 7% decrease in 6th grade Reading, 8% decrease in 7th grade Reading and 13% decrease in 7th grade Writing.

In which content area(s) is student achievement below the state targets of performance?

There are no longer state targets of performance according to the ESEA waiver.

What trends do you notice among the bottom 30% of students in each content area?

The bottom 30% of students in Reading were partially proficient or not proficient. Based on school enrollment numbers, 276 students make up the 30% in Reading. 133 students out of 276 were not proficient. The remaining 143 students were partially proficient.

The bottom 30% of students in Math were all not proficient. Based on school enrollment numbers, 275 students make up the 30% in Math. 275 students out of 275 were not proficient.

What factors or causes contributed to the decline in student achievement?

We believe contributing factors include: parental engagement, truancy and lack of basic skills.

How do you know the factors made a negative impact on student achievement?

Parent engagement factors include: lack of log-ins to the online grading system, lack of parental volunteers, lack of daily assistance in signing planners, behavior plans and/or other daily correspondence with teachers. Attendance is tracked daily and truancy referral forms are sent often to Wayne County, as part of their Erase Truancy Program. When teachers assess general content knowledge in September there are noticeable gaps with basic content standards.

What action(s) could be taken to address achievement challenges?

Our school improvement actions include: good classroom instruction, professional development, parent engagement strategies, technology, at-risk student support, and evaluation of our activities.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- Male
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

The Economically Disadvantaged gap in 2012 was 17%, and was reduced to 15% in 2013 in 7th grade Reading.

How do you know the achievement gap is closing?*

MEAP data was reviewed.

What other data support the findings?

MEAP data supports our findings.

What factors or causes contributed to the gap closing? (Internal and External)*

Our school improvement actions include: good classroom instruction, professional development, technology, at-risk student support, and evaluation of our activities.

How do you know the factors made a positive impact on student achievement?

During monthly department meetings, teachers analyze classroom data and strategies to help determine what has had a positive influence on student achievement.

What actions could be taken to continue this positive trend?

Continued focus on our school improvement actions which include: good classroom instruction, professional development, technology, at-risk student support, and evaluation of our activities.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- White
- Hispanic or Latino
- Female
- Economically Disadvantaged
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

The gap for the Economically Disadvantaged for 6th grade Reading was 3% in 2012 and 20% in 2013. In 6th grade Math, the achievement gap was 10% in 2012 and 25% in 2013.

How do you know the achievement gap is becoming greater?*

MEAP data was reviewed.

What other data support the findings?*

MEAP data supports our findings.

What factors or causes contributed to the gap increasing? (Internal and External)*

The students struggle with the strategies and skills necessary to be successful on standardized assessments.

How do you know the factors lead to the gap increasing?*

School Improvement Plan

Davidson Middle School

The students were not successful on the standardized testing.

What actions could be taken to close the achievement gap for these students?*

Our school improvement actions include: good classroom instruction, professional development, technology, at-risk student support, and evaluation of our activities.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We have less than 10 students who were qualified as English Language Learners in each grade level.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Southgate only funds elementary schools with Title 1 funds. Title III services are provided for English Language Learners by Wayne County RESA tutors. Section 31a will be funding math interventions in grades 6-8 for students who qualify.

How are students designated 'at risk of failing' identified for support services?

Section 31a eligibility worksheets are completed each school year. English Language Learners are identified upon registration to the Southgate School District.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We currently have an after-school homework help program offered to all students. In addition students are recommended/required to attend summer school as needed.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	3.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Emails, phone calls and announcements are made to the students and parents to inform them of the after school home help program. Also, Summer School warning letters are mailed to all parents/guardians regarding the possibility of a recommendation/requirement to attend. A meeting with students is held to review the possibility of Summer School. Summer School letters are mailed after final grades are stored.

School Improvement Plan

Davidson Middle School

Label	Question	Value
	What is the total FTE count of teachers in your school?	47.2

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	4.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	25.0

Label	Question	Value
	How many teachers have been teaching >15 years?	18.0

What impact might this data have on student achievement?

Davidson teachers are committed to doing what is best for students and student achievement. Years of service, nor lack thereof, do not affect the commitment to students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	80.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	340.0

What impact might this data have on student achievement?

When teachers are absent for any reason, classroom instruction is disrupted.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

80% of our students believe that we are doing a good job teaching all 4 core subjects.

Which area(s) show a positive trend toward increasing student satisfaction?

The students believe teachers give individual help outside of class when it is needed. This is supported by the data from 2012 to 2013, showing a 3% increase.

What area(s) indicate the lowest overall level of satisfaction among students?

Only 57% of students agree that we are doing a good job teaching career/vocational courses.

Which area(s) show a trend toward decreasing student satisfaction?

Based on the 2012- 2013 data, 5% less of students feel that our school's building is able to support students' learning needs.

What are possible causes for the patterns you have identified in student perception data?

Teachers are doing a better job of communicating the importance of common core state standard acquisitions to students.

What actions will be taken to improve student satisfaction in the lowest areas?

Perception surveys have been reviewed by the School Improvement Committee to determine areas of weakness and recommend interventions that will be included in the School Improvement Plan.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

77% of our parents believe that we are doing a good job teaching all 4 core subjects.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

12% more parents believe that there is a counselor/advisor available to help students select classes and provide guidance in planning for the future. This is supported by the 2012-2013 data collected.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Only 80% of parents agree that we are doing a good job teaching social studies.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

In 2013, only 72% of parents agree that we use up-to-date computers and other technologies in our school to help students learn as compared to 76% parents in the 2012 data.

What are possible causes for the patterns you have identified in parent/guardian perception data?

A possible cause is lack of communication. For example, parents are not always aware that teachers offer to work with their students before or after school when they are struggling. Another example may be that parents are unaware of the types of technology used in the classroom.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Perception surveys have been reviewed by the School Improvement Committee to determine areas of weakness and recommend interventions that will be included in the School Improvement Plan.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

66% of our staff believe that we are doing a good job teaching all 4 core subjects.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

98% of staff believe that teachers provide instructional activities that involve students in their learning.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

84% of our staff feel that teachers motivate students to do their best work.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Only 67% of staff believe that our school offers learning opportunities that support the full range of student abilities.

What are possible causes for the patterns you have identified in staff perception data?

The Southgate School District is currently in a deficit.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

This survey is used to help capture some perspective of student risk behaviors. Results from this survey have helped to determine professional development for our staff to better prepare them for all students. It has helped the Southgate Sexual Education Committee guide instruction for the needs of all students, including those at greatest risk for HIV/STD and unintended pregnancy. These results are used to help guide program implementation, reinforcement throughout middle and high school.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Southgate Community School District is committed to making decisions based on data. This data is used to help inform and initiate changes in teaching practice, to use data to improve instruction. Southgate has set aside one professional development meeting per month for the purpose of thoroughly analyzing data to make monthly goals for students in the core subject areas. Teacher teams choose strategies to help students achieve these goals. Stakeholders are part of each building's school improvement plan.

What evidence do you have to indicate the extent to which the standards are being implemented?

The Common Core State Standards are being implemented throughout the district in various levels. For example, many teachers have been using curriculum units developed and posted by Oakland County. There are new pacing guides for next year that include CCSS for math and ELA. The 6th through 8th students will be taking a math benchmark assessment in May of 2014 that only cover CCSS. Full implementation will be in effect for the 2013-14 school year.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	DMS is a 6-8 school building.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.southgateschools.com/web/userfiles/martinj/Davidson%20AER%202012_2013.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Leslie Hainrihar - Superintendent 14600 Dix-Toledo Road Southgate, MI 48195 734-246-4600	

School Improvement Plan

Davidson Middle School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	DMS does not have a formalized plan, however we do include parent/guardians as part of our school improvement process.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Davidson Middle School 2014-17

Overview

Plan Name

Davidson Middle School 2014-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
2	All students will be proficient in reading, writing, speaking, and listening.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
3	All students will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
4	All K-12 students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0

Goal 1: All students will be proficient in math.

Measurable Objective 1:

40% of Eighth and Ninth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by achieving a level 1 or 2 in Mathematics by 06/12/2015 as measured by MEAP.

Strategy 1:

Best Practices - All math teachers will focus on generating and testing hypotheses, nonlinguistic representation, and cooperative learning. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in math and how these relate to one another and to other disciplines. Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement and Classroom Management That Works: Research-Based Strategies for Every Teacher by Robert J. Marzano. Both these books contain the research on the best strategies for raising student achievement through quality classroom instruction. These books are guides for educators for K-12 students. The focus is on nine instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using best practice strategies daily to help students become proficient in math. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. Teachers will differentiate instruction as needed to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.	Direct Instruction			09/03/2013	06/12/2015	\$0	General Fund	All certified staff

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the major learning targets for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.</p> <p>Monitor progress of At-Risk students at repeated intervals. Document interventions.</p> <p>Involve and report student progress to parents.</p> <p>Students that are struggling in math may be referred to a Math Interventionists. There is a Math Interventionist for each grade level.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	Section 31a, General Fund	All certified staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include sessions for every math teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices. Professional Development will include sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Development will include an optional after-school book study for “Learning Targets”. Professional Development may also include conferences or workshops that cover best practice instruction in math.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	Title II Part A	All certified staff
--	-----------------------	--	--	------------	------------	-----	-----------------	---------------------

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate math skills and problem –solving strategies. Teachers will use Class A to record and analyze student math scores.</p>	Technology			09/03/2013	06/12/2015	\$0	General Fund	All certified staff

Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	Communication			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
---	---------------	--	--	------------	------------	-----	--------------	---------------------

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students/Parents/Staff will be asked to evaluate all strategies and activities.</p> <p>This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions:</p> <ol style="list-style-type: none"> 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation			09/03/2013	06/12/2015	\$0	General Fund	All certified staff

Strategy 2:

Differentiated Instruction - Teachers will focus on differentiating math instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.

Research Cited: *The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom* by Carol Ann Tomlinson.

School Improvement Plan

Davidson Middle School

These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using best practice strategies daily to help students become proficient in math. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. Teachers will differentiate instruction as needed to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.	Direct Instruction			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the major learning targets for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.</p> <p>Monitor progress of At-Risk students at repeated intervals. Document interventions.</p> <p>Involve and report student progress to parents.</p> <p>Students that are struggling in math may be referred to a Math Interventionists. There is a Math Interventionist for each grade level.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	Section 31a, General Fund	All certified staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include sessions for every math teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices. Professional Development will include sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Development will include an optional after-school book study for “Learning Targets”. Professional Development may also include conferences or workshops that cover best practice instruction in math.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	Title II Part A	All certified staff
--	-----------------------	--	--	------------	------------	-----	-----------------	---------------------

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate math skills and problem –solving strategies. Teachers will use Class A to record and analyze student math scores.</p>	Technology			09/03/2013	06/12/2015	\$0	General Fund	All certified staff

Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	Communication			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
---	---------------	--	--	------------	------------	-----	--------------	---------------------

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students/Parents/Staff will be asked to evaluate all strategies and activities.</p> <p>This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions:</p> <ol style="list-style-type: none"> 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation			09/03/2013	06/12/2015	\$0	General Fund	All certified staff

Goal 2: All students will be proficient in reading, writing, speaking, and listening.

Measurable Objective 1:

School Improvement Plan

Davidson Middle School

65% of Eighth and Ninth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by achieving a level 1 or 2 in English Language Arts by 06/12/2015 as measured by MEAP.

Strategy 1:

Best Practices - All teachers will focus on nonlinguistic representation, and cues, questions, and advance organizers. Teachers will display extensive knowledge of the important concepts in reading, writing, speaking, listening, and how these relate to one another and to other disciplines.

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement and Classroom Management That Works:

Research-Based Strategies for Every Teacher by Robert J. Marzano. Both these books contain the research on the best strategies for raising student achievement through quality classroom instruction. These books are guides for educators for K-12 students. The focus is on nine instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using best practice strategies daily to help students become proficient in English Language Arts. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension, listening and speaking skills. Teachers will differentiate instruction as needed to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and the major shifts in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.	Direct Instruction			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the major learning targets for the next month's literacy focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	Section 31a, General Fund	All Certified Staff
---	--------------------------	--	--	------------	------------	-----	---------------------------	---------------------

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for ELA teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in English Language Arts. Professional Development will include an optional after-school book study for “Learning Targets”.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>All Certified Staff</p>
--	------------------------------	--	--	-------------------	-------------------	------------	------------------------	----------------------------

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use Class A to record and analyze student ELA scores.</p>	<p>Technology</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>General Fund</p>	<p>All Certified Staff</p>

Activity - Culture & Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	Communication			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
---	---------------	--	--	------------	------------	-----	--------------	---------------------

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions:</p> <ol style="list-style-type: none"> 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff

Strategy 2:

Differentiated Instruction - Teachers will focus on differentiating ELA instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.

School Improvement Plan

Davidson Middle School

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in English Language Arts. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension, listening and speaking skills.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and the major shifts in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the major learning targets for the next month's literacy focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	Section 31a, General Fund	All Certified Staff
---	--------------------------	--	--	------------	------------	-----	---------------------------	---------------------

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Best Practices" and "Differentiated Instruction". Professional Development will include sessions, including coaching from Michal Taylor of "Michalangelo Enterprises LLC" for all ELA teachers in grades 3, 4, and 5. Professional Development will include "Data Walks" for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for ELA teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in English Language Arts. Professional Development will include an optional after-school book study for "Learning Targets".</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>All Certified Staff</p>
--	------------------------------	--	--	-------------------	-------------------	------------	------------------------	----------------------------

Activity - Culture & Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff". Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	<p>Communication</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>General Fund</p>	<p>All Certified Staff</p>

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
---	------------	--	--	------------	------------	-----	--------------	---------------------

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use Class A to record and analyze student ELA scores.	Technology			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff

Goal 3: All students will be proficient in social studies.

Measurable Objective 1:

43% of Eighth and Ninth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by achieving a level 1 or 2 in Social Studies by 06/12/2015 as measured by MEAP.

Strategy 1:

Best Practices - All social studies teachers will focus on identifying similarities and differences, and summarizing and note taking. Teachers will display extensive knowledge of the important concepts in science and how these relate to one another and to other disciplines.

School Improvement Plan

Davidson Middle School

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement and Classroom Management That Works: Research-Based Strategies for Every Teacher by Robert J. Marzano. Both these books contain the research on the best strategies for raising student achievement through quality classroom instruction. These books are guides for educators for K-12 students. The focus is on nine instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using best practice strategies daily to help students become proficient in social studies. These strategies will include: identifying similarities and differences, and summarizing and note taking. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts. Teachers will differentiate instruction as needed to help all students become proficient in social studies. Teachers will focus on the current GLCE's and HSCE's in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.	Direct Instruction			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in social studies. Teachers may decide to collectively develop the major learning targets for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the monthly formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	Section 31a, General Fund	All Certified Staff
---	--------------------------	--	--	------------	------------	-----	---------------------------	---------------------

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Best Practices" and "Differentiated Instruction".</p> <p>Professional Development will include "Data Walks" for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction.</p> <p>Professional Develop will include a coaching day for Social Studies teachers to practice the strategy of Socratic Circles with author Matt Copeland.</p> <p>Professional Development may also include conferences or workshops that cover best practice instruction in Science.</p> <p>Professional Development will include an optional after-school book study for "Learning Targets".</p>	Professional Learning			09/03/2013	06/12/2015	\$0	Title II Part A	All Certified Staff

School Improvement Plan

Davidson Middle School

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science.</p> <p>Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in the process of solving social problems.</p> <p>Teachers will use document cameras to demonstrate social studies skills and problem –solving strategies.</p> <p>Teachers will use MiStar Studio to record and analyze student – social studies scores.</p>	Technology			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
Activity - Culture & Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on “100+ Ways to Recognize and Reward Your School Staff”.</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school’s heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	Communication			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
--	------------	--	--	------------	------------	-----	--------------	---------------------

Strategy 2:

Differentiated Instruction - Teachers will focus on differentiating social studies instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

Classroom teachers will focus on using best practice strategies daily to help students become proficient in social studies. These strategies will include: identifying similarities and differences, and summarizing and note taking. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts. Teachers will differentiate instruction as needed to help all students become proficient in social studies. Teachers will focus on the current GLCE's and HSCE's in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.	Direct Instruction			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
--	--------------------	--	--	------------	------------	-----	--------------	---------------------

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in social studies. Teachers may decide to collectively develop the major learning targets for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the monthly formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.	Professional Learning			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff

School Improvement Plan

Davidson Middle School

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	Section 31a, General Fund	All Certified Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for Social Studies teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in Science. Professional Development will include an optional after-school book study for “Learning Targets”.</p>	Professional Learning				09/03/2013	06/12/2015	\$0	Title II Part A	All certified Staff
--	-----------------------	--	--	--	------------	------------	-----	-----------------	---------------------

Activity - Culture & Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on “100+ Ways to Recognize and Reward Your School Staff”.</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school’s heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	Communication			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff
--	------------	--	--	------------	------------	-----	--------------	---------------------

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in the process of solving social problems. Teachers will use document cameras to demonstrate social studies skills and problem –solving strategies. Teachers will use MiStar Studio to record and analyze student – social studies scores.</p>	Technology			09/03/2013	06/12/2015	\$0	General Fund	All Certified Staff

Goal 4: All K-12 students will be proficient in science.

Measurable Objective 1:

32% of Eighth and Ninth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by achieving a level 1 or 2 in Science by 06/12/2015 as measured by MEAP.

Strategy 1:

Best Practices - All science teachers will focus on generating and testing hypotheses, identifying similarities and differences, and cooperative learning. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in science and how these relate to one another and to other

School Improvement Plan

Davidson Middle School

disciplines.

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement and Classroom Management That Works: Research-Based Strategies for Every Teacher by Robert J. Marzano. Both these books contain the research on the best strategies for raising student achievement through quality classroom instruction. These books are guides for educators for K-12 students. The focus is on nine instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in Science. These strategies will include: generating and testing hypotheses, identifying similarities and differences, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in Science. Teachers will focus on the current GLCE's and HSCE's while beginning to prepare for the "Next Generation of Science Standards" in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	General Fund	All certified staff

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in science. Teachers may decide to collectively develop the major learning targets for the next month's science focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	Section 31a, General Fund	All certified staff
---	--------------------------	--	--	------------	------------	-----	---------------------------	---------------------

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Best Practices" and "Differentiated Instruction".</p> <p>Professional Development will include "Data Walks" for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction.</p> <p>Professional Develop will include a coaching day for Science teachers to practice the strategy of Socratic Circles with author Matt Copeland.</p> <p>Professional Development may also include conferences or workshops that cover best practice instruction in Science. Professional Development will include an optional after-school book study for "Learning Targets".</p>	Professional Learning			09/03/2013	06/12/2015	\$0	Title II Part A	All certified staff

School Improvement Plan

Davidson Middle School

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems.</p> <p>Teachers will use document cameras to demonstrate science skills and problem –solving strategies.</p> <p>Teachers will use Class A to record and analyze student science scores.</p>	Technology			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on “100+ Ways to Recognize and Reward Your School Staff”.</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school’s heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	Communication			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
--	------------	--	--	------------	------------	-----	--------------	---------------------

Strategy 2:

Differentiated Instruction - Teachers will focus on differentiating science instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in Science. These strategies will include: generating and testing hypotheses, identifying similarities and differences, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in Science. Teachers will focus on the current GLCE's and HSCE's while beginning to prepare for the "Next Generation of Science Standards" in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
--	--------------------	--	--	------------	------------	-----	--------------	---------------------

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in science. Teachers may decide to collectively develop the major learning targets for the next month's science focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students.</p> <p>The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week.</p> <p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	General Fund	All certified staff

School Improvement Plan

Davidson Middle School

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	General Fund, Section 31a	All certified staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for Science teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in Science. Professional Development will include an optional after-school book study for “Learning Targets”.</p>	Professional Learning				09/03/2013	06/12/2015	\$0	General Fund	All certified staff
---	-----------------------	--	--	--	------------	------------	-----	--------------	---------------------

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems. Teachers will use document cameras to demonstrate science skills and problem –solving strategies. Teachers will use Class A to record and analyze student science scores.</p>	Technology			09/03/2013	06/12/2015	\$0	Title II Part A	All certified staff

Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Davidson Middle School

<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	Communication			09/03/2013	06/12/2015	\$0	General Fund	All certified staff
---	---------------	--	--	------------	------------	-----	--------------	---------------------

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students/Parents/Staff will be asked to evaluate all strategies and activities.</p> <p>This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions:</p> <ol style="list-style-type: none"> 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation			09/03/2013	06/12/2015	\$0	General Fund	All certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk Student Support	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.</p> <p>Monitor progress of At-Risk students at repeated intervals. Document interventions.</p> <p>Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	All certified staff

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. Students that are struggling in math may be referred to a Math Interventionists. There is a Math Interventionist for each grade level.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
--------------------------------	--	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

At-Risk Student Support	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.</p> <p>Monitor progress of At-Risk students at repeated intervals. Document interventions.</p> <p>Involve and report student progress to parents. Students that are struggling in math may be referred to a Math Interventionists. There is a Math Interventionist for each grade level.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	All certified staff
-------------------------	--	--------------------------	--	--	------------	------------	-----	---------------------

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems.</p> <p>Teachers will use document cameras to demonstrate science skills and problem –solving strategies.</p> <p>Teachers will use Class A to record and analyze student science scores.</p>	Technology			09/03/2013	06/12/2015	\$0	All certified staff
Professional Development	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”.</p> <p>Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction.</p> <p>Professional Develop will include a coaching day for Science teachers to practice the strategy of Socratic Circles with author Matt Copeland.</p> <p>Professional Development may also include conferences or workshops that cover best practice instruction in Science.</p> <p>Professional Development will include an optional after-school book study for “Learning Targets”.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	All certified staff

School Improvement Plan

Davidson Middle School

<p>Professional Development</p>	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include sessions for every math teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices. Professional Development will include sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Development will include an optional after-school book study for “Learning Targets”. Professional Development may also include conferences or workshops that cover best practice instruction in math.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Professional Development</p>	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include sessions for every math teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices. Professional Development will include sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Development will include an optional after-school book study for “Learning Targets”. Professional Development may also include conferences or workshops that cover best practice instruction in math.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>

School Improvement Plan

Davidson Middle School

<p>Professional Development</p>	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for ELA teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in English Language Arts. Professional Development will include an optional after-school book study for “Learning Targets”.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
<p>Professional Development</p>	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for Social Studies teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in Science. Professional Development will include an optional after-school book study for “Learning Targets”.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>

School Improvement Plan

Davidson Middle School

Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Best Practices" and "Differentiated Instruction". Professional Development will include sessions, including coaching from Michal Taylor of "Michalangelo Enterprises LLC" for all ELA teachers in grades 3, 4, and 5. Professional Development will include "Data Walks" for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for ELA teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in English Language Arts. Professional Development will include an optional after-school book study for "Learning Targets".	Professiona l Learning			09/03/2013	06/12/2015	\$0	All Certified Staff
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Best Practices" and "Differentiated Instruction". Professional Development will include "Data Walks" for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for Social Studies teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in Science. Professional Development will include an optional after-school book study for "Learning Targets".	Professiona l Learning			09/03/2013	06/12/2015	\$0	All certified Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Davidson Middle School

Classroom	<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in math. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. Teachers will differentiate instruction as needed to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	All certified staff
-----------	--	--------------------	--	--	------------	------------	-----	---------------------

School Improvement Plan

Davidson Middle School

<p>Culture and Climate</p>	<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	<p>Communication</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions:</p> <ol style="list-style-type: none"> 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>

School Improvement Plan

Davidson Middle School

<p>Evaluation</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems. Teachers will use document cameras to demonstrate science skills and problem –solving strategies. Teachers will use Class A to record and analyze student science scores.</p>	<p>Technology</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>

School Improvement Plan

Davidson Middle School

Classroom	<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in Science. These strategies will include: generating and testing hypotheses, identifying similarities and differences, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in Science. Teachers will focus on the current GLCE's and HSCE's while beginning to prepare for the "Next Generation of Science Standards" in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	All certified staff
-----------	--	--------------------	--	--	------------	------------	-----	---------------------

School Improvement Plan

Davidson Middle School

<p>Classroom</p>	<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in Science. These strategies will include: generating and testing hypotheses, identifying similarities and differences, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in Science. Teachers will focus on the current GLCE's and HSCE's while beginning to prepare for the "Next Generation of Science Standards" in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	<p>Direct Instruction</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
------------------	--	---------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>Data Team</p>	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in science. Teachers may decide to collectively develop the major learning targets for the next month's science focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>

School Improvement Plan

Davidson Middle School

Evaluation	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions:</p> <ol style="list-style-type: none"> 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation			09/03/2013	06/12/2015	\$0	All Certified Staff
Classroom	<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in math. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. Teachers will differentiate instruction as needed to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	All certified staff

School Improvement Plan

Davidson Middle School

<p>Data Team</p>	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the major learning targets for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
------------------	--	------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>Data Team</p>	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in social studies. Teachers may decide to collectively develop the major learning targets for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the monthly formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>

School Improvement Plan

Davidson Middle School

Classroom	<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in English Language Arts. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension, listening and speaking skills.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and the major shifts in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	All Certified Staff
Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems.</p> <p>Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies.</p> <p>Teachers will use Class A to record and analyze student ELA scores.</p>	Technology			09/03/2013	06/12/2015	\$0	All Certified Staff

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

Evaluation of the Strategies and/or Activities	Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation			09/03/2013	06/12/2015	\$0	All certified staff
--	---	------------	--	--	------------	------------	-----	---------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>Culture & Climate</p>	<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff". Administrators will focus on: o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor</p> <p>Activities may include: • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students</p>	<p>Communication</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
------------------------------	---	----------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>Data Team</p>	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the major learning targets for the next month's literacy focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
------------------	--	------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. Students that are struggling in math may be referred to a Math Interventionists. There is a Math Interventionist for each grade level.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
--------------------------------	--	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>Professional Development</p>	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Develop will include a coaching day for Science teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in Science. Professional Development will include an optional after-school book study for “Learning Targets”.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Evaluation</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program’s impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. Students that are struggling in math may be referred to a Math Interventionists. There is a Math Interventionist for each grade level.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
--------------------------------	--	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>Culture and Climate</p>	<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	<p>Communication</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
----------------------------	---	----------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>Data Team</p>	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in science. Teachers may decide to collectively develop the major learning targets for the next month's science focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use Class A to record and analyze student ELA scores.</p>	<p>Technology</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>

School Improvement Plan

Davidson Middle School

<p>Data Team</p>	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the major learning targets for the next month's literacy focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
<p>Evaluation</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>

School Improvement Plan

Davidson Middle School

Data Team	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the major learning targets for the next month's math focus lessons.</p> <p>The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery.</p> <p>Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher.</p> <p>The teachers will discuss any obstacles of the non-proficient students.</p> <p>The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week.</p> <p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	All certified staff
-----------	---	-----------------------	--	--	------------	------------	-----	---------------------

School Improvement Plan

Davidson Middle School

<p>Culture and Climate</p>	<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	<p>Communication</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Culture and Climate</p>	<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	<p>Communication</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>

School Improvement Plan

Davidson Middle School

Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems.</p> <p>Teachers will use document cameras to demonstrate math skills and problem –solving strategies.</p> <p>Teachers will use Class A to record and analyze student math scores.</p>	Technology			09/03/2013	06/12/2015	\$0	All certified staff
Culture & Climate	<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on “100+ Ways to Recognize and Reward Your School Staff”.</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	Communication			09/03/2013	06/12/2015	\$0	All Certified Staff

School Improvement Plan

Davidson Middle School

<p>Culture & Climate</p>	<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff".</p> <p>Administrators will focus on:</p> <ul style="list-style-type: none"> o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor <p>Activities may include:</p> <ul style="list-style-type: none"> • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students 	<p>Communication</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science.</p> <p>Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in the process of solving social problems.</p> <p>Teachers will use document cameras to demonstrate social studies skills and problem-solving strategies.</p> <p>Teachers will use MiStar Studio to record and analyze student – social studies scores.</p>	<p>Technology</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>

School Improvement Plan

Davidson Middle School

Data Team	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in social studies.</p> <p>Teachers may decide to collectively develop the major learning targets for the next month's math focus lessons.</p> <p>The teachers will discuss how the students will demonstrate mastery of the focus standard. They will decide what formative assessment should be given to assess this mastery.</p> <p>Teachers will meet monthly to review monthly the monthly formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher.</p> <p>The teachers will discuss any obstacles of the non-proficient students.</p> <p>The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week.</p> <p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning			09/03/2013	06/12/2015	\$0	All Certified Staff
-----------	--	-----------------------	--	--	------------	------------	-----	---------------------

School Improvement Plan

Davidson Middle School

<p>Classroom</p>	<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in social studies. These strategies will include: identifying similarities and differences, and summarizing and note taking. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts. Teachers will differentiate instruction as needed to help all students become proficient in social studies. Teachers will focus on the current GLCE's and HSCE's in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	<p>Direct Instruction</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
------------------	--	---------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

Classroom	<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in social studies. These strategies will include: identifying similarities and differences, and summarizing and note taking. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in social studies. Teachers will focus on the current GLCE's and HSCE's in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	All Certified Staff
Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems.</p> <p>Teachers will use document cameras to demonstrate math skills and problem –solving strategies.</p> <p>Teachers will use Class A to record and analyze student math scores.</p>	Technology			09/03/2013	06/12/2015	\$0	All certified staff

School Improvement Plan

Davidson Middle School

Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in the process of solving social problems. Teachers will use document cameras to demonstrate social studies skills and problem –solving strategies. Teachers will use MiStar Studio to record and analyze student – social studies scores.	Technology			09/03/2013	06/12/2015	\$0	All Certified Staff
------------	--	------------	--	--	------------	------------	-----	---------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All certified staff</p>
--------------------------------	---	---------------------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

<p>Culture & Climate</p>	<p>Administrators will focus on creating a positive culture and climate in the school. All administrators will take part in a book study on "100+ Ways to Recognize and Reward Your School Staff". Administrators will focus on: o Shared sense of purpose and positive values o Norms of collegiality o Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment o Success, joy, and humor</p> <p>Activities may include: • Communicating core values • Honoring/Recognizing those who work to serve students and/or the purpose of the school • Observe rituals and traditions to support the school's heart and soul • Recognize heroes/heroines and the work these exemplars accomplish • Speak of the deeper mission of the school • Celebrate the accomplishments of students, and/or staff • Preserve the focus on students</p>	<p>Communication</p>			<p>09/03/2013</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>
------------------------------	---	----------------------	--	--	-------------------	-------------------	------------	----------------------------

School Improvement Plan

Davidson Middle School

Classroom	<p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in English Language Arts. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension, listening and speaking skills.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and the major shifts in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p>	Direct Instruction			09/03/2013	06/12/2015	\$0	All Certified Staff
-----------	--	--------------------	--	--	------------	------------	-----	---------------------